

NEVADA DEPARTMENT OF EDUCATION
GUIDANCE DOCUMENT FOR

Nevada K.I.D.S. Read
Nevada's Read by Grade 3 Program

8-25-17



For the 2017-2018 School Year

Table of Contents

Overview: Nevada’s Read by Grade 3 Program (<i>Nevada K.I.D.S. Read</i>).....	3-6
Purpose	3
Context	3
The Goals of Nevada’s Read by Grade 3 Program	3
Eligibility Requirements for Read by Grade 3 Competitive Grants	3-4
History of Program Funding Awarded for Read by Grade 3 Competitive Grants.....	4
ESSA Evidence-based Requirements.....	5
Organization	6
Complaint and Appeal Process	6
Program Requirements.....	6-12
The Program Plan of Read by Grade 3	6-9
1. Statewide Requirements of Read by Grade 3	6-8
2. Additional Requirements for Read by Grade 3 Grant-Funded Programs	8
Mandated Activities and/or Services	10-12
1. RBG3 Activities & Services Currently Being Implemented.....	10
2. RBG3 Activities & Services to be Implemented in 2020-2021.....	11
Fiscal Requirements.....	12 - 12
Allocations: Phase III and Phase IV (2017–2019).....	12
Use of Funds: Competitive Grant Requirements of Read by Grade 3.....	12
The Application Process: Competitive Grant Requirements of Read by Grade 3	13
Unique Fiscal Requirements:	14
Assessment, Data Collection, and Reporting.....	14-16
2017–2018 Assessment Regulation Year 1: The Read by Grade 3 Phase III Program	14
MAP Early Reading Assessments and Nevada’s Read by Grade 3 Indicator:.....	14
Kindergarten and Grades 1-3 Assessment Timelines.....	16
Monitoring.....	17-18
Proposed Timeline.....	19
NDE Read by Grade 3 Contacts	20
APPENDIX A	
Read by Grade 3 Template for Local K–3 Literacy Plan	21-21
APPENDIX B	
Recommended Resources for Verifying ESSA Levels of Evidence	23
APPENDIX C	
Evidence-Based Example Lists for Early Literacy Programs & Materials	24-24
Evidence-Based Early Literacy Professional Development.....	26-27
APPENDIX D	
SAMPLE TABLE OF MEASURABLE PERFORMANCE OBJECTIVES	28
APPENDIX E	
Links to Additional Documents.....	29
Additional Documents Available Upon Request.....	29

Overview: Nevada’s Read by Grade 3 Program (*Nevada K.I.D.S. Read*)

Purpose

The Nevada Department of Education’s Read by Grade 3 Program (also known as Nevada K.I.D.S. Read) originated with the Nevada Read by Grade 3 Act (Senate Bill 391) which became effective on July 1, 2015. The purpose of Nevada’s Read by Grade 3 Program is to dramatically improve student achievement by ensuring **all Nevada students** are able to read proficiently by the end of third grade. This statute requires the board of trustees of each school district and the governing bodies of charter schools to develop locally based literacy plans aimed at improving the literacy skills of all Kindergarten, first, second, and third grade students. Read by Grade 3 also requires the principal of every K–3 elementary school to designate a learning strategist to oversee all literacy-based professional learning activities for the site’s K–4 educators. A primary intent of Read by Grade 3 is to provide effective, early interventions for all K–3 students struggling in the area of reading.

Context

The writers of SB 391(2015) were very clear about their key objectives when they composed this statute. They deliberately framed their purpose by including SB 391 legal mandates intended for two distinctly different educational fronts. First, they included SB 391 mandates that explicitly address educators from **every** public school district and charter school that offers a K–3 program of study. (These mandates are outlined and discussed on pages 8 and 9 in the Program Plan Section.) Second, they included SB 391 mandates that explicitly address a smaller segment of Nevada educators – those Nevada public school districts and charter schools that are awarded *Read by Grade 3* allocated funds offered through the Read by Grade 3 competitive grant process. (These grant-fund mandates are outlined on page 9 – Section (a) of the Program Plan Section.)

The Goals of Nevada’s Read by Grade 3 Program

Goal 1: To Improve Student Achievement

Goal 2: To Improve K–3 Literacy Instruction

Goal 3: To Establish a Statewide K–3 Reading Assessment Framework

Goal 4: To Develop Cultures of Literacy

Goal 5: To Ensure Accessibility for All Learners

Eligibility Requirements for Read by Grade 3 Competitive Grants

As noted above, some Read by Grade 3 requirements are directed to all K–3 educators across Nevada. However, all Nevada public school districts and charter organizations are also invited

by NDE to apply for competitive grant funding allocated by state lawmakers under SB 391. Clear eligibility requirements are specified in the law. They include the following:

1. The area of need to be served has a high percentage or large numbers of children and families in need of strategic early literacy instruction and intervention (K–3 levels) as indicated by high levels of poverty, illiteracy, homelessness, limited English proficiency, or other related indicators. (Each applicant must provide a listing of its selected school(s) categorized in order of priority of need.)
2. Each applicant must provide a description of the data that has been used to determine the need for Read by Grade 3 services for each participating school. This data must be based on one or more of the following SB 391 criteria:
 - Results from *Third Grade Smarter Balanced* performance in Reading (2015–2016 and 2016–2017)
 - Evidence of a *performance gap for one or more recognized subgroups* indicating one is lagging far behind the average level of the district or charter school’s K–3 reading performance
 - Evidence of a status indicator identifying *low performance on K–3 reading proficiency across whole populations*
 - Other *locally identified performance measures* indicating the district or charter school’s K–3 students are in need of intensive support in reading

History of Program Funding Awarded for Read by Grade 3 Competitive Grants

Table 1 below provides a summarized history of the program funding awarded for Nevada’s Read by Grade 3 competitive grants thus far.

Table 1. History of Program Funding

Phase/ Year	Implementation Cycle	Programs Awarded	Total Amount Allocated
Phase I (2015-2016)	January 2016 – June 2016	8 public school districts 2 charter schools	\$4,879,489.00
Phase II (2016-2017)	July 2016 – June 2017	15 public school districts 8 charter schools	\$22,250,574.00
Phase III (2017-2018)	July 2017 – June 2018	To be determined	\$20,500,000.00
Phase IV (2018-2019)	July 2018 – June 2019	To be determined	\$20,500,000.00

ESSA Evidence-based Requirements

The following table illustrates the four levels of evidence as outlined in the new federal ESSA law and the Nevada Statute AB7 (2017).

Table 2. ESSA Levels of Evidence

Demonstrates...	Evidence Level	Evidence Level Description
A statistically significant effect on improving student outcomes or other relevant outcomes	1. Strong Evidence	Based on at least 1 well-designed and well-implemented experimental study
	2. Moderate Evidence	Based on at least 1 well-designed and well-implemented quasi-experimental study
	3. Promising Evidence	Based on at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias
A rationale base on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes	4. Demonstrates a rationale	Includes ongoing efforts to examine the effects of such activity, strategy, or intervention

Organization

Nevada's Read by Grade 3 Program operates within the Nevada Department of Education's Office of Student and School Supports (OSSS). This office operates as a component of NDE's Student Achievement Division.

Complaint and Appeal Process

The Nevada Department Education will provide separate guidance on the Complaint and Appeal Process that are to be made available to the public.

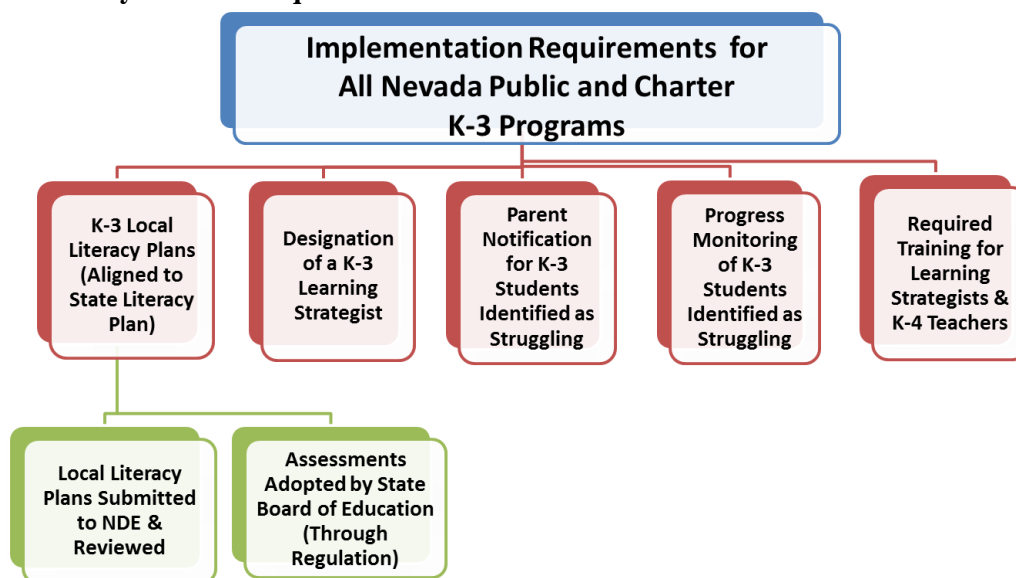
Program Requirements

The Program Plan of Read by Grade 3

1. Statewide Requirements of Read by Grade 3

Sections 5, 6, 8 and 9 of SB 391 identify the implementation requirements directed to the entire state. The following chart provides a summarized picture of these requirements:

Figure 1: Read by Grade 3 Requirements in SB 391



As previously stated the *Nevada Read by Grade 3 Act* explicitly identifies mandates to be implemented across every K–3 program in Nevada. One requirement is that every K–3 program (including public school districts and charter schools) is mandated to develop a K–3 local literacy plan; every plan is required to be aligned to the Nevada State Literacy Plan. During the spring of 2016 NDE RBG3 program staff disseminated a template for local literacy plans to all

Nevada K–3 programs, and programs submitted local literacy plans to NDE for review. NDE provided feedback including recommendations for revisions. Final plans were submitted to NDE in May of 2016. In order to establish long-term sustainability, every Nevada K–3 program will be required to update their local literacy plans annually and submit them to NDE. The *Local Literacy Plan Template* is attached as Appendix A.

All programs will also be required to identify the status of their local literacy plan as either a “new local literacy plan” or a “revised local literacy plan” as noted below:

- **New Local Literacy Plan [Newly established charter schools (as of 2017-2018)]:** Utilizing the attached *Template: Nevada’s Local K–3 Literacy Plan* (Appendix A), create your first local literacy plan. Please note the two bullets listed below. These components are also required for all new local literacy plans.
- **Revised Local Literacy Plan** (Nevada Public School District or Charter School that submitted a local literacy plan to NDE in 2016 and is now submitting a revised local literacy plan based on the following):

Best practices include a reflection and adjustment process for programmatic decision-making. It is recommended that all 2016 local literacy plans be reviewed and revised for the 2017-2018 submission. The following indicates **2 new requirements** for every local literacy plan:

- All “programs, services, or curriculum materials” identified within your local literacy plan must now demonstrate that they are supported by evidence per the new federal guidelines identified in the ESSA law and the new Nevada 2017 statute AB7. Page 6 provides a listing of the new levels of evidence required under federal guidelines. Appendix B provides a listing of resources which programs are able to use in order to verify levels of evidence.
- All local literacy plans must now include reference to Nevada’s new statewide K–3 assessments (Brigance KEA and MAP K–3 Reading Assessments).

Local literacy plans are designed to empower elementary school educators to effectively assess, develop, implement, and monitor the key components required for effective literacy instruction - ultimately establishing meaningful and sustainable cultures of literacy.

This year marks the year when Nevada state regulations require all public and charter K–3 programs to assess the early literacy skills of all K–3 students (NAC, Chapter 388, Section 2).

The *Brigance Early Screener III* (Curriculum Associates) will be used as a Kindergarten Entry Assessment and the *MAP Reading Assessment* (Northwest Evaluation Association) will be utilized to assess early reading skills of Kindergarten students at a winter and spring benchmark. MAP will also be used to assess all first, second, and third grade students at fall, winter, and spring benchmarks. This new standardized system of early reading assessment will give rise to a common literacy framework across Nevada; one that will fuel discussion and practice that can only generate a stronger understanding of early reading foundations (for educators and families).

Read by Grade 3 is specifically designed to improve the Tier I level of instruction in early reading. It is also designed to improve all Tier II and Tier III levels of instruction (including research-based early reading interventions). Each site is required to establish a systematic process for the progress monitoring of all K–3 students struggling in reading. A program to provide intensive instruction for students who have been identified as “deficient” in reading is required. This program must include: regularly scheduled reading sessions in small groups, specific instruction on phonological and phonemic awareness, decoding skills, reading fluency, and reading comprehension. A specific program to improve the reading proficiency of students identified as limited English proficient is also to be implemented. When effective early interventions are provided for **all** Nevada K–3 students who are struggling in reading, they become, in essence, *the critical pathways* for making it possible for these students to finally gain access to the same educational and career opportunities as their peers.

Every Nevada public and charter K–3 principal across Nevada is required to designate a learning strategist to provide training, coaching and professional support to K–3 teachers in literacy instruction and intervention (with an emphasis in reading). All learning strategists and K–4 teachers are required to complete specialized professional training that is outlined in state regulations (NAC, Chapter 388, Sections 3–5). Procedures for facilitating collaboration between the site-level learning strategists and classroom teachers are also required in the law.

2. Additional Requirements for Read by Grade 3 Grant-Funded Programs

Section 15 of the *Nevada Read by Grade 3 Act* includes additional requirements for all programs that are awarded competitive grant funding. The following table summarizes these requirements:

a) Requirements for Grant-Funded Read by Grade 3 Schools

- The hiring and training of designated learning strategists
- The entering into contracts with vendors for the purchase of reading assessments, textbooks, computer software, etc. to support early reading. Such purchases must also meet ESSA evidence-based requirements and the requirements of the 2017 Nevada statute, AB7.
- A plan for providing evidence-based professional development for K–4 educators on best practices in early literacy instruction and intervention
- A program to provide intensive instruction for students who have been identified as “deficient” in reading to ensure they reach a proficient level
- Intervention programs that are offered before and/or after school, during intersessions, or summer school
- The implementation of other evidence-based literacy initiatives for K–3 students
- All grant-funded programs are required to abide by the set of Assurances included as a requirement in the Read by Grade 3 formal application

b) Requirements for Trustees of School Districts and Governing Bodies of Charter Schools

- To set measurable performance objectives in reading based on aggregated student data and submit to NDE at a designated date (see Appendix C for sample).
- To submit a report to NDE that includes: a description of the programs or services for which the funding was used by each school and the number of students who participated (see Appendix E for sample).

Mandated Activities and/or Services

1. Read by Grade 3 Activities and Services Currently Being Implemented

The Read by Grade 3 Act identifies mandated activities and/or services for local programs. The following table provides a quick snapshot of those activities and services that have been and are currently being implemented since July 1, 2015. Sections 5, 6, 8, 9 are directed to all K–3 programs across the state. Section 15 is directed to Read by Grade 3 grant-funded programs.

Table 3. Mandated Activities and/or Services

Sections of SB 391: NV Read by Grade 3 Act	Mandated Activity and/or Service	Responsible Party
Section 5	Every K–3 program is required to create and implement its own local literacy plan (aligned to the Nevada State Literacy Plan).	The boards of trustees of public school districts and the governing bodies of charter schools who offer K–3 instruction
Section 6	Principals must designate a licensed teacher to serve as a learning strategist. The duties and responsibilities of this role (including required professional development) are prescribed by regulation.	Principals of K–3 public elementary schools or charter schools
Section 8	Written notification is to be provided to the parents (or legal guardians) of K–3 students who have been identified as struggling in reading	Principals of K–3 public elementary schools or charter schools
Section 9	Schools must establish a progress monitoring plan for students identified as “deficient” in reading	The teacher of the student and any other relevant school personnel; this plan must be approved by the principal and the parent or legal guardian of the student.
Section 15 (part 1)	Allocated funds that have been appropriated by the Nevada State legislature are to be distributed to local programs via a competitive grant process; oversight responsibilities are identified	The Nevada Department of Education
Section 15 (part 2)	<ul style="list-style-type: none"> • An independent external evaluator is to be hired to evaluate the Read by Grade 3 Program • A preliminary report is to be submitted to the State Board of Education and the Legislative Commission on Education regarding Read by Grade 3 findings on August 31st of each year • A final report is to be submitted to the State Board of Education, the Legislative Commission on Education, and the Governor’s Office regarding Read by Grade 3 findings on November 15th of each year 	The Nevada Department of Education

2. Read by Grade 3 Activities and Services to Be Implemented in 2020–2021

Retention Provisions noted in SB 391: Sections 1, 2, 3, 10, 11, 12, 13, and 14

Per SB 391, “A student enrolled in grade 3 must be retained in grade 3, rather than promoted to grade 4, if the student does not obtain a passing score on the criterion-referenced examination (as identified by the State Board) in the subject area of reading.” However, SB 391 also notes that the superintendent of a school district or the governing body of a charter school may authorize the promotion of a student to grade 4, who would otherwise be retained in grade 3, only if these same parties approve a *good-cause exemption* for the student based on the determination of the school principal. SB 391 provides very clear language that addresses the retention of some students at the end of third grade (if they are not “proficient” in reading). However, the law is also very explicit regarding the many “good-cause exemptions” that educators are able to initiate in order to make a decision to still promote certain students to the 4th grade. The writers of this law certainly understood how every one of these decisions must be made on a case-by-case basis. The following table illustrates the list of good-cause exemptions as defined in the law:

Table 4. Read by Grade 3 Good-Cause Exemptions (SB 391- 2015)

Read by Grade 3 Good-Cause Exemptions (SB 391- 2015)	
<i>Any student is eligible for a good-cause exemption from a Read by Grade 3 retention decision if he/she:</i>	
•	demonstrates an acceptable level of proficiency on an alternative standardized assessment approved by the State Board
•	demonstrates proficiency in reading at grade level (through a portfolio of their work that indicates a mastery of the state standards)
•	is limited English proficient & has received less than 2 years of instruction in a program of English as a second language
•	has received intensive remediation in reading for 2 or more years but still demonstrates a deficiency in reading
•	was previously retained in kindergarten or grade 1 or grade 2 for a total of 2 years
•	is a student with a disability and his/her individualized education program (IEP) indicates that his/her participation in this exam is not appropriate
•	is a student with a disability who: participates in the exam, has received intensive remediation in reading for 2 or more years but is still demonstrating deficiency in reading, or he/she was previously retained in kindergarten or grades 1, 2 or 3
•	has been previously retained in grade 3 (under this circumstance, he/she <i>must</i> receive a good-cause exemption)

SB 391 also outlines very explicit support systems for those students who are ultimately held back in the third grade. This section of the law includes the requirement of a multitude of support structures that schools must put into place in order to effectively guide these students to a proficient level in reading. Please see additional supplemental documents for a detailed list of SB 391 protocols aimed at equipping local educators in making informed decisions regarding both good-cause exemptions and retention.

Other Allowable Activities and/or Services

Under Section 6 of SB 391 (2015), Nevada’s public school districts and charter schools *may*:

- provide additional compensation to the learning strategist.
- provide additional compensation to K–4 teachers whose overall performance is determined to be highly effective under the Nevada State Performance Framework.

Fiscal Requirements

Allocations: Phase III and Phase IV (2017–2019)

Allocations for both years will be provided through a competitive grant process.

Table 5. Phase III and Phase IV Allocations

Phase/ Year	Implementation Cycle	Programs Awarded	Total Amount Allocated
Phase III (2017-2018)	July 2017 – June 2018	To be determined	\$20,500,000.00
Phase IV (2018-2019)	July 2018 – June 2019	To be determined	\$20,500,000.00

Use of Funds: Competitive Grant Requirements of Read by Grade 3

Allocated funds became available for the upcoming Phase III Read by Grade 3 grant allocations on July 1, 2017. Formal awards will be made in September, 2017. Read by Grade 3 grant funds may be used for any of the mandated activities and/or services listed on page 10. As a state-funded program, Read by Grade 3 competitive grants do not allow for indirect costs. In addition, Phase III of Read by Grade 3 does not allow for any carryover of funds to the following year.

For the Phase III component of the Read by Grade 3 grant-funded programs, all funds are required to be expended by June 30, 2018. Final reimbursements are required to be submitted to the RBG3 Grants Analyst by a designated date in July, 2018. Per SB 391, each grant-funded program is required to submit its Read by Grade 3 Final Financial Report to NDE by a designated date in August, 2018.

The Application Process: Competitive Grant Requirements of Read by Grade 3

The upcoming Phase III (2017-2018) RFA (Request for Application) for Nevada's Read by Grade 3 Program was posted in July 2017 on the NDE website. Applicants will be notified that they will have 3–4 weeks to complete the writing of their applications. During this time NDE's Read by Grade 3 team will provide a series of technical assistance webinars and/or face-to-face meetings aimed at guiding interested parties through the application process. Applications will be due on a designated date and time in September, 2017. Submissions will be required in a hard copy format. The NDE Office of Student and School Supports will establish a formal review team consisting of local experts in literacy including a department Grants Analyst. Copies of each of the applications will be provided to each member of the review team for individual formal review for approximately a ten-day period. The review team will then meet for several days (approximately 2–3) in order to share individual scores and come to a consensus on final funding decisions; a formal set of protocols will be utilized to guide this process.

Applicants for a Read by Grade 3 grant itemize their estimated direct costs on the NDE Budget & Expenditure Summary forms which are part of their application for funds. During the review process, a determination is made on the merits of the application's budgeted items. The team ultimately recommends each application for: "total funding", "partial funding", or "no funding". If needed, the review team also makes specific recommendations for changes to the application's original budget. Final determinations for awards are made by the Superintendent of Public Instruction. If needed, the Read by Grade 3 Grants Analyst then sends out a "Budget Modification" form for those programs that need to modify their original budget. Once all of the program budgets have been approved by the Read by Grade Team official letters of award are then sent to each awarded program by the Office of the Superintendent of Public Instruction.

Unique Fiscal Requirements:

Should any new NDE fiscal requirements arise, they will be added to the Read by Grade 3 2017–2018 RFA.

Assessment, Data Collection, and Reporting

2017–2018 Assessment Regulation Year 1: The Read by Grade 3 Phase III Program

2016 was marked by multiple regulatory hearings, regional stakeholder meetings, and a formal RFI (Request for Information) process. By the spring of 2016, the Nevada State Board of Education approved the *Brigance Screen III* to be utilized as the Kindergarten Entry Assessment for Read by Grade 3. The Board approved the use of the MAP (Measures of Academic Progress) Reading Assessment to be utilized for the winter and spring benchmarks of kindergarten. MAP was also approved as the tool for assessing all 1st–3rd grade students at the fall, winter, and spring interim benchmarks. The Nevada State Regulations Committee affirmed the decision of the State Board. In June, 2016, state regulations were adopted that required the use of these two assessments for Read by Grade 3 to begin during the 2017–2018 academic year (NAC, Chapter 388, Section 2).

NDE’s Read by Grade 3 team is currently working with experts of both assessment vendors – *Curriculum Associates* and the *Northwest Evaluation Association* to design and implement professional development workshops and technical assistance meetings for public school district educators and charter school educators across the entire state. NDE’s Assessment, Data Accountability and Management (ADAM) team will simultaneously be working with both companies to ensure a successful implementation of all of the technical aspects involved with data management systems.

MAP Early Reading Assessments and Nevada’s Read by Grade 3 Indicator:

- NDE has determined that all Kindergarten and 1st grade students will be assessed by the NWEA MAPGrowth K-2 Assessment.
- NDE has determined that all 2nd and 3rd grade students will be assessed by the NWEA MAPGrowth 2-5 Assessment.
- NDE will not be utilizing the term “cut score” in order to identify Nevada’s Read by Grade 3 K-3 struggling readers per the requirements of SB 391 (2015). This would be an

inappropriate use of this term. This is due to the fact that NDE is implementing the MAP Reading assessment for the purposes of identifying and supporting struggling readers only. MAP K-3 student data will not be used as part of NDE's School Accountability framework. It will, however, be used as an indicator for projected proficiency on Nevada's 3rd Grade ELA test on the Smarter Balanced Assessment.

- Nevada will be utilizing the term “Read by Grade 3 Indicator” in order to identify K-3 students who are struggling in reading per the requirements of SB 391 (2015) during the 2017-2018 academic year.
- **NDE has identified the 40th percentile rank on the MAPGrowth Reading Assessments as its Read by Grade 3 Indicator. K-3 students who score at or below the 40th % mark on the MAP Reading assessment will be identified as “struggling readers” in Nevada’s Read by Grade 3 Program. Thus qualifying them for additional services as mandated by SB 391 (2015). The 40th percentile was already in use in some Nevada districts as the indicator for struggling readers and is a common threshold across the country for identifying students in need of additional reading support.**
- Per NWEA’s website, “A percentile rank indicates how well a student performed in comparison to the students in the specific norm group, for example, in the same grade and subject. A student's percentile rank indicates that the student scored as well as, or better than, the percent of students in the norm group. For example, a student scoring at the 35th percentile scored as well as, or better than, 35 percent of students in the norm group. It also means that 65 percent of the students in the norm group exceeded this score” (2017).

The following 2 tables provide timelines of implementation for the upcoming Read by Grade 3 assessments. The first table addresses kindergarten, while the second table addresses grade 1–3.

Table 6. Kindergarten Read by Grade 3 Assessment Timeline

Timeframe	Assessment	Activity
15 calendar days prior to the start of the school year	Brigance Early Childhood Screens III	The Brigance is used to screen all kindergarten students. This data is utilized by teachers in making decisions for differentiating instruction.
Within 30 instructional days of the start of the school year		
Winter and Spring Benchmarks	MAP Reading Assessment	The MAP Reading Assessment is first administered to kindergarten students at the winter benchmark. It is then administered at the end of the school year (spring benchmark). This data is used to identify students who are “deficient” in reading. It is also used to drive instruction and intervention.
Within 30 instructional days of administration of the assessment		The required Parent Notification Letter is sent to parents and/or guardians of identified students.
Within 30 instructional days of Parent Notification		Individualized Intervention Plans (approved by parents and/or guardians) are in place for identified students.

Table 7. Grades 1-3 Read by Grade 3 Assessment Timeline

Timeframe	Assessment	Activity
Within 30 instructional days of the start of school	The MAP Reading Assessment <i>This is the RECOMMENDED Assessment Window for grades 1–3.</i>	MAP Reading Assessment is given to 1 st , 2 nd , and 3 rd grade students. (MAP Reading Assessment will be given a total of 3 times during the year: fall, winter, and spring).
Within 60 instructional days of the start of school	The MAP Reading Assessment <i>This is an EXTENDED Assessment Window provided for grades 1–3.</i>	This data is used to identify students who are “deficient” in reading. It is also used to drive instruction and intervention practices.
Within 30 instructional days of assessment		The required Parent Notification Letter is sent to parents and/or guardians of identified students.
Within 30 instructional days of Parent Notification		Individualized Intervention Plans (approved by parents and/or guardians) are in place for identified students.

Monitoring

When state funds are allocated by the Nevada State Legislature (and signed by the governor) for specific educational purposes through a competitive grant process, the Nevada Department of Education is required by state policy to monitor the use of these funds. This monitoring process transpires across two primary domains of the grant – the programmatic domain and the fiscal domain. The programmatic domain includes all activities and services identified in the awarded programs’ original grant applications. For Read by Grade 3, such activities include behaviors that directly impact the progress of all K–3 students’ reading performance. The fiscal domain of Read by Grade 3 includes all actions required for budgeting and expenditures. The monitoring of the Phase III Read by Grade 3 Program during the 2017–2018 school year is slated to become integrated into NDE’s new consolidated monitoring framework. Details of this framework are forthcoming. It is critical to note the role of NDE in the monitoring process has shifted from a historic role of mere compliance to a more supportive role of collegial partnership. NDE’s Read by Grade 3 Program will conduct the monitoring of both fiscal and programmatic activities of locally funded programs in the following three ways:

Desktop Monitoring: All grant-funded Read by Grade 3 programs will be required to submit a final “End of Year Report” to NDE by June 30, 2018 (see Appendix E). This comprehensive report requires each program to self-assess the implementation of key activities required in SB 391. Other desktop documents might also be requested as evidence of practice (such as start-up documents, portfolios, etc.). All awarded programs are also required to submit students’ reading data at each of the required testing benchmarks (fall, winter, and spring). Aggregated data is reported as well as disaggregated data on ELL students, IEP students and FRL students.

On-Site Monitoring: NDE will identify a set of Read by Grade 3 school sites for on-site monitoring visits. These visits will be conducted by NDE’s EPPs. Monitors will utilize a specific on-site monitoring tool that is aligned to SB 391 requirements. Classroom walkthroughs will be conducted in a collaborative fashion where NDE literacy experts and other relevant NDE team members walk side-by-side their local literacy peers. All on-site visits will include an interview with the site administrator and representative teacher groups (such as a data-based decision-making team).

Fiscal Monitoring: The fiscal monitoring process begins with the formal budget included within each local program's Read by Grade 3 formal application. Once final budgets are approved, the RBG3 Grants Analyst (in consultation with the RBG3 EPPs) begins a formal fiscal monitoring process that transpires over the entire grant cycle. NDE's state-funded grant process is based on a reimbursement structure. When local programs expend their Read by Grade 3 funds, they submit "requests for reimbursement" to NDE. Key activities include:

- A quarterly monitoring of the expenditures of funds
- An ongoing monitoring of the pace of the expenditure of funds (for example, by the mid-point in the grant 50% of the allocated funds should have been spent)
- Each "Request for Funds" submission to NDE is analyzed and matched to items identified in the approved budget
- When problems arise, NDE's Read by Grade 3 EPPs and Grants Analyst work collaboratively with the local program to reach effective solutions
- NDE's Budget Division reviews the Final Financial Report which is submitted by each local program on a designated date during the month of August

Proposed Timeline for Read by Grade 3 Phase III Grant-Funded Programs

Date	Activity
July 31, 2017	Applications made available to all eligible applicants
August 2017	NDE provides technical assistance on writing the application through multiple webinars
September 7, 2017	Applications are due to the Nevada Department of Education by 5:00 p.m. (PST)
September 2017	Applications are reviewed by expert review team
September-October 2017	Names of awardees are announced by the Office of the Nevada State Superintendent of Public Instruction
September – October 2017	Official awards are made and disseminated.
October 2017	NDE provides “Start-Up” technical assistance to Phase III awarded districts and schools
August – September 2017 (and ongoing as needed)	NDE sponsors Brigrance KEA training provided by Curriculum Associates consultants NDE sponsors MAP K-3 Reading Assessment Training provided by NWEA consultants
August, 2017–June, 2018	Grant-funded programs provide local professional learning on Key Essentials of the Nevada State Literacy Plan and core components of Nevada’s Ready by Grade 3 Act
August, 2017–June, 2018	Statewide implementation of mandated activities occurs across the academic year
August, 2017–June, 2018	NDE provides ongoing technical assistance and monitoring of grant funded LEA efforts
August, 2017–June, 2018	NDE’s Read by Grade 3 Team and all funded Read by Grade 3 Programs participate in research process conducted by NDE external evaluator
June 2018	LEAs submit a final programmatic report to NDE that includes a description of programs/services and the number of students who participated, etc.
August 2018	LEAs submit Annual Financial Budget Report to NDE
August 2018	NDE’s Read by Grade 3 Team submits a preliminary report to the State Board of Education and Legislative Committee on Education
November 2018	NDE’s Read by Grade 3 Team submits final report to the Governor and Legislative Counsel Bureau

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For additional information visit:

[NDE Read by Grade 3 Website](#)

APPENDIX A

Read by Grade 3 Template for Local K–3 Literacy Plan

District or Charter School Name:

Number of Sites Being Served:

Name and Title and Phone Number of Contact Person:

Members and Titles of District/Charter Literacy Team:

Status: ____ New K–3 Local Literacy Plan ____ Revised K–3 Local Literacy Plan

I. Title of Your Local Literacy Plan

II. Introduction

III. NSLP Key Essential Number 1: Leadership & Sustainability

A. Description of Baseline Score on Self-Assessment Tool

B. Description of Primary Plans of Action

C. Alignment to SB 391(2015): Section 5, Section 6, Section 8, and Section 9

IV. NSLP Key Essential Number 2: Data-Driven Standard-Based Instruction & Intervention

A. Description of Baseline Score on Self-Assessment Tool

B. Description of Primary Plans of Action

C. Alignment to SB 391 (2015): Section 5 and Section 9

V. NSLP Key Essential Number 3: Literacy Assessment Systems

A. Description of Baseline Score on Self-Assessment Tool

B. Description of Primary Plans of Action

C. Alignment to SB 391 (2015): Section 5, Section 8, and Section 9

VI. NSLP Key Essential Number 4: Professional Learning

- A. Description of Baseline Score on Self-Assessment Tool
- B. Description of Primary Plans of Action
- C. Alignment to SB 391 (2015): Section 5 and Section 6

VII. NSLP Key Essential Number 5: Family and Community Engagement

- A. Description of Baseline Score on Self-Assessment Tool
- B. Description of Primary Plans of Action
- C. Alignment to SB 391 (2015): Section 5, Section 6, Section 8, and Section 9

NOTE: The following indicates **2 new requirements** for every local literacy plan:

- All “programs, services, or curriculum materials” identified within your local literacy plan must now demonstrate that they are supported by evidence per the new federal guidelines identified in the ESSA law and the new Nevada 2017 statute AB7.
- All local literacy plans must now include reference to Nevada’s new statewide K–3 assessments (Brigance KEA and MAP K–3 Reading Assessment).

APPENDIX B

Recommended Resources for Verifying ESSA Levels of Evidence

The following resources are available for Read by Grade 3 applicants to determine which level of ESSA-evidence has been met (i.e. Tier 1, Tier 2, Tier 3, or Tier 4) in cited studies per federal guidelines.

The U.S. Department of Education issued non-regulatory guidance on [Using Evidence to Strengthen Education Investment](#) to help in school improvement planning.

[Evidence for ESSA](#) is a website developed by the Center for Research and Reform in Education at Johns Hopkins University School of Education to help educators identify programs and practices that meet the ESSA evidence standards.

The [What Works Clearinghouse](#), developed by the Institute of Education Sciences (IES), is a user-friendly database organized by topic and content area to locate studies on specific intervention types to meet ESSA standards.

[An LEA Guide for Identifying Evidence-Based Interventions for School Improvement](#), developed by the Florida Center for Reading Research (FCRR)

[Best Evidence Encyclopedia](#), developed by the Center for Data-Driven Reform in Education at Johns Hopkins University School of Education (not categorized in ESSA evidence tiers)

[CCSSO](#) has a list of resources on ESSA evidence-based practices under the School Supports and Interventions section on its website, www.ccsso.org/ESSA.

[Results First Clearinghouse Database](#), developed by the Pew Charitable Trusts (not categorized in ESSA evidence tiers; evaluates interventions as rated by eight national databases)

APPENDIX C

Evidence-Based Example Lists for Nevada KIDS Read Grant


























Evidence Based Early Literacy Programs and Materials

- Tier 1-3 Title 1 K-3 Evidence Based Reading Programs –

[¹](https://www.evidenceforessa.org/programs/reading/elementary?field_grade=%5B9%2C10%5D)

 Success for All — Whole Class Whole-school approach using cooperative learning and tutoring PreK - 6	 Success for All — Struggling Readers Whole-school approach using cooperative learning and tutoring PreK - 6	 Sound Partners — Struggling Readers One-to-one tutoring by paraprofessionals PreK - 2	 Lindamood Phoneme Sequencing (LiPS) One-to-one tutoring with a multi-sensory approach PreK - 2
 Peer-Assisted Learning Strategies (PALS) — Reading — Elementary, Whole Class Students take turns as reader and responder 1 - 2	 Reading Recovery One-to-one tutoring by highly trained teachers 1 - 2	 Targeted Reading Intervention (TRI) Distance coaching for one-to-one tutors PreK - 2	 Ladders to Literacy — Struggling Readers Professional development for beginning reading PreK - K
 Azi Professional Support System (formerly Individualizing Student Instruction (ISI)) Differentiated instruction using technology PreK - 6	 Sound Partners — English Learners One-to-one tutoring by paraprofessionals PreK - 2	 Exemplary Center for Reading Instruction (ECRI) Teacher training program with scripted direct instruction to use for struggling readers 1 - 6	 QuickReads — Struggling Readers One-to-two tutoring 1 - 6
 SPARK Literacy Program — Struggling Readers Tutoring by AmeriCorps members and volunteers PreK - 2	 Start Making a Reader Today (SMART) One-to-one tutoring by trained volunteers 1 - 2	 Read, Write, and Type! Computer-assisted one-to-three tutoring 1 - 2	 Early Reading Intervention Supplemental phonics in groups of 3-5 PreK - K

¹ A link to a program on EvidenceForESSA.org is sufficient to demonstrate the evidence requirements.

 STRONG 1 - 6 AARP Foundation Experience Corps Tutoring (Book Buddies) One-to-one tutoring by senior volunteers	 STRONG PreK - 2 SPARK Literacy Program — Whole Class One-to-one tutoring by AmeriCorps members and others	 STRONG 1 - 2 Enhanced Core Reading Instruction Multi-tiered literacy instruction	 STRONG 1 - 6 QuickReads — Whole Class Fluency supplement for upper elementary
 STRONG PreK - 2 Children's Literacy Initiative (CLI) Extensive coaching for primary teachers	 STRONG PreK - 2 Journeys Beginning reading approach emphasizing "big ideas"	 STRONG PreK - 2 INSIGHTS - Reading Students learn self-regulation and social-emotional skills	 STRONG 1 - 6 Reading Partners One-to-one tutoring by volunteers
 MODERATE 1 - 6 Cooperative Integrated Reading and Composition (CIRC) — Struggling Readers Students work in cooperative teams to learn comprehension and writing	 MODERATE 1 - 2 Reading Rescue One-to-one tutoring	 MODERATE 1 - 2 Early Steps One-to-one tutoring	 MODERATE 1 - 6 Cooperative Integrated Reading and Composition (CIRC) — Whole Class Students work in cooperative teams to learn comprehension and writing
 MODERATE 1 - 2 Peer-Assisted Learning Strategies (PALS) — Reading — Elementary, Struggling Readers Students take turns as peer teacher and learner	 MODERATE PreK - 6 Success for All — English Learners Whole-school approach using cooperative learning and tutoring	 MODERATE PreK - K The Superkids Reading Program Beginning reading emphasizing phonics	 PROMISING 1 - 2 Lexia Computer-assisted instruction
 STRONG 1 - Middle Positive Action — Reading Whole-school reform emphasizing climate and social-emotional skills	 PROMISING 1 - 6 Cooperative Integrated Reading and Composition (CIRC) — English Learners Cooperative groups learn comprehension and writing	 PROMISING PreK - K Ladders to Literacy — Whole Class Beginning literacy for kindergarten emphasizing phonics	 STRONG PreK - K Curiosity Corner Weekly thematic units emphasizing language, literacy, and cooperative learning.
 PROMISING PreK - K REDI (Research Based, Developmentally Informed) Focus on self-regulation, social problem solving, story telling	 PROMISING 1 - 2 Teacher Study Group Professional development for first grade teachers	 PROMISING 1 - 2 Scholastic Phonics Readers with Literacy Place Supplemental text to add phonics	 PROMISING 1 - 2 PAX Good Behavior Game — Reading Behavior management using group contingencies
 PROMISING 1 - 6 Responsive Classroom Professional development in social-emotional learning strategies			

- What Works Clearinghouse: [Link to What Works Clearinghouse](#)

Evidence-Based Early Literacy Professional Development

- Tier 1-3 Title 1 1003(a) pre-approved professional development providers²:

Service Provider	Professional Development	Contact	Email Address
Academy of Urban School Leadership (AUSL)	X	Tre Childress	tchildress@auslchicago.org
Achievement Network (ANet)	X	Janine Givens-Belsley	jgivensbelsley@achievementnetwork.org
Blueprint Schools Network	X	Matthew Spengler	mspengler@blueprintschoools.org
Community Training and Assistance Center, Inc. (CTAC)	X	William J. Slotnik	bslotnik@ctacusa.com
National Institute for School Leadership (NISL)	X	Josh Tucker	jtucker@nisl.org
Pearson	X	Karin Ekanger	Karin.ekanger@pearson.com
New Leaders	X	Claudia Alfaro	calfaro@newleaders.org
Partners in School Innovation	X	William Hill	whill@partnersinschools.org
School Empowerment Network	X	Alexander Shub	Alex.Shub@school empowermentnetwork.org
TNTP	X	Dottie Smith	Dottie.Smith@tntp.org

* NDE is surveying support providers on the 1003(a) list (above) to gauge interest in serving RBG3 schools. The following providers have responded in the affirmative that they are interested in supporting schools through the RBG3 grant. NDE will update this list as more information becomes available.

- TNTP – contact Dottie Smith for more information - Dottie.Smith@tntp.org
- New Leaders – Contact Claudia Alfaro for more information - calfaro@newleaders.org
- Partners in School Innovation – contact William Hill whill@partnersinschools.org and Derek Mitchell dmitchell@partnersinschools.org for more information.
- Achievement Network (ANet) – Contact Jamie Givens-Belsley for more information. jgivensbelsley@achievementnetwork.org

Other Examples That Have Not Been Pre-Vetted

- Fountas - [Link to Fountas and Pinnell](#)³
- Core Knowledge - [Link to Core Knowledge](#)⁴
- Mondo Early Literacy - [Link to Mondo Pub](#)⁵

Evidence-Based Early Literacy Data Informed Instructional Delivery

- Tier 1-3 Title 1 1003(a) approved data informed instructional delivery providers⁶:

² Applicants do not need to provide citations for research study to support evidence for Evidence Based Support Providers on the 1003(a) pre-approved list. NDE has pre-vetted.

³ Will require documentation of evidence tier (1-4)

⁴ Will require documentation of evidence tier (1-4)

⁵ Will require documentation of evidence tier (1-4)

Service Provider	Data Informed Instructional Delivery	Contact	Email Address
Academy of Urban School Leadership (AUSL)	X	Tre Childress	tchildress@auslchicago.org
Achievement Network (ANet)	X	Janine Givens-Belsley	jgivensbelsley@achievementnetwork.org
Community Training and Assistance Center, Inc. (CTAC)	X	William J. Slotnik	bslotnik@ctacusa.com
National Institute for School Leadership (NISL)	X	Josh Tucker	jtucker@nisl.org
Pearson	X	Karin Ekanger	Karin.ekanger@pearson.com
Partners in School Innovation	X	William Hill	whill@partnersinschools.org
Social Policy Research Associates (SPR)	X	Sukey Leshnick	sukey@spra.com

* NDE is surveying support providers on the 1003(a) list (above) to gauge interest in serving RBG3 schools. The following providers have responded in the affirmative that they are interested in supporting schools through the RBG3 grant. NDE will update this list as more information becomes available.

- Partners in School Innovation – contact William Hill whill@partnersinschools.org and Derek Mitchell dmitchell@partnersinschools.org for more information.
- Achievement Network (ANet) – Contact Jamie Givens-Belsley for more information. jgivensbelsley@achievementnetwork.org

Other Examples That Have Not Been Pre-Vetted

- NWEA Data Coaching – contact Kimm Rombardo for more information - kimberly.rombardo@nwea.org⁷

⁶ Applicants do not need to provide citations for research study to support evidence for Evidence Based Support Providers on the 1003(a) pre-approved list. NDE has pre-vetted.

⁷ Will require documentation of evidence tier (1-4)

APPENDIX D

SAMPLE TABLE OF MEASURABLE PERFORMANCE OBJECTIVES

Descriptor	Kindergarten	First Grade	Second Grade	Third Grade
				SBAC
Assessment Used: Please identify only 1 tool per grade level (must be on 2015 state policy-approved list).				
AGGREGATED DATA				
Total Number of RBG3 Students Across All Identified Read by Grade 3 Sites				
Total Number of RBG3 Students Identified as Deficient in Reading				
Total Percentage (%) of Students Identified as Deficient in Reading (Deficiency Rate)				
Measurable Performance Objective for All: [Anticipated reduction in deficiency rate as measured by percentage (%)] JUNE 2018				
DISAGGREGATED DATA				
Total Number of RBG3 EL Students Across All Identified Sites				
Total Number of RBG3 EL Students Identified as Deficient in Reading (Deficiency Rate)				
Total Percentage (%) of RBG3 EL Students Identified as Deficient in Reading (Deficiency Rate)				
Measurable Performance Objective for RBG3 EL students: [Anticipated reduction in deficiency rate as measured by percentage (%)] JUNE 2018				
Total Number of RBG3 IEP Students Across All Identified Sites				
Total Number of RBG3 IEP Students Identified as Deficient in Reading (Deficiency Rate)				
Total Percentage (%) of RBG3 IEP Students Identified as Deficient in Reading (Deficiency Rate)				
Measurable Performance Objective for RBG3 IEP students: [Anticipated reduction in deficiency rate as measured by percentage (%)] JUNE 2018				
Total Number of RBG3 FRL Students Across All Identified Sites				
Total Number of RBG3 FRL Students Identified as Deficient in Reading (Deficiency Rate)				
Total Percentage (%) of RBG3 FRL Students Identified as Deficient in Reading (Deficiency Rate)				
Measurable Performance Objective for RBG3 FRL students: [Anticipated reduction in deficiency rate as measured by percentage (%)] JUNE 2018				

APPENDIX E

Links to Additional Documents

[SB 391 - Nevada's Read by Grade 3 Act](#)

[NAC Read by Grade 3 State Regulations](#)

[NDE's SB 391 Guidance Document 2015](#)

[2015 Nevada State Literacy Plan](#)

[Nevada K.I.D.S. Read Parent Flyer](#)

[NDE Read by Grade 3 Website](#)

Additional Documents Available Upon Request

The Role & Responsibilities of the Read by Grade 3 Learning Strategist

Read by Grade3 Final Programmatic Report

Fact Sheet: Retention Requirements of Read by Grade 3

History of the Read by Grade 3 Assessment, Data Collection, and Reporting Practices